New Jersey Department of Education

Partnership for Assessments of Readiness for College and Careers (PARCC)

Testing Accommodations for English Learners (EL)

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Accommodations for English Learners

It is important to ensure that a student's performance in the classroom as well as on standardized testing is not influenced by the student's disability or linguistic characteristics that are unrelated to the content being assessed.

Accommodations are intended to reduce the effects of a student's disability and/or English language proficient level but not to reduce learning expectations.

Any and all accommodations provided to a student must be generally consistent with those provided for classroom instruction and classroom assessment.

Testing accommodations must adhere to established principles, such as but not limited to:

• Enable students to participate more fully in assessments
• Based upon individual student needs
• Based on documented need

WIDA Guidelines

Stage	Process, Understanding, and Use	Level
Entering	•Pictorial or graphic representation of the language of the content areas	1
Beginning	•General language related to the content areas •Phrases or short sentences	2
Developing	•General and some specific language related to the content areas •Expanded sentences in oral interactions and written paragraphs	3

WIDA Guidelines

Stage	Process, Understanding, and Use	Level
Expanding	•Specific and some technical language of content areas •Sentence lengths of varying linguistic complexity in oral or written discourse	4
Bridging	•Technical language of content area •Sentence lengths of varying linguistic complexity in oral or written discourse	5
Reaching	•Specialized or technical language reflective of the content area at grade level •Oral or written communication in English comparable to proficient English peers	6

Composite English Language Proficiency (ELP) Levels

WIDA Guidelines	ELP
Level 1 and Level 2	Beginning
Level 3 and Level 4	Intermediate
Level 5 and Level 6	Advanced

Composite English Language Proficiency (ELP) Levels

Students in the **Beginning** level have demonstrated limited proficiency in reading and writing and as a result experience the greatest need for testing accommodations. Students at this level demonstrate the greatest need for accommodations but may not be well equipped to use them.

Students in the **Intermediate** level have developed some literacy in English and can benefit from a broader range of testing accommodations. Testing accommodations for students at this level vary depending upon the student's background and characteristics.

Students in the **Advanced** level are expected to demonstrate a decreased need for most testing accommodations.

English Learners and PARCC

Accommodations	Administration Guidelines
Extended Time	**Students have until the end of the school day to complete a single test unit during the prescribed testing window.**
Word-to-Word Dictionary (English/Native Language)	**Students may use a published bilingual, word-to-word dictionary that does not include definitions, phrases, sentences, or pictures. Students should be familiar with the dictionary they will use during testing.**

English Learners and PARCC

Accommodations	Administration Guidelines
Mathematics Response •**Speech-to-Text** •**Human Scribe**	**A student dictates responses verbally, using an external speech-to-text device or by dictating.** **If providing a scribe, you must review <u>Appendix C: Protocol for the Use of a Scribe Accommodation and transcribing Student Responses.</u>**
General Administration Directions Read Aloud and Repeated in Student's Native Language (by test administrator)	**The test administrator reads aloud the general administration instructions in the student's native language. The student must be tested in a separate setting.**

English Learners and PARCC

Accommodations	Administration Guidelines
General Administration Directions Clarified in Student's Native Language	The test administrator clarifies general administration directions <u>only</u> in the student's native language.
Online Transadaptation of the Mathematics Assessment in Spanish	Students takes the online mathematics assessment with content presented in Spanish.

English Learners and PARCC

Accommodations	Administration Guidelines
Paper-Based Edition of the Mathematics Assessment in Spanish	**Students takes a paper-based mathematics assessment with content presented in Spanish. If providing paper-based edition, please refer to <u>Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments</u>.**
Large Print Edition of the Mathematics Assessment in Spanish	**Visually impaired students take a large print paper-based form of the mathematics assessment in Spanish. If providing large print, please refer to <u>Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based PARCC Assessments</u>.**

English Learners and PARCC

Accommodations	Administration Guidelines
Text-to-Speech for the Mathematics Assessments in Spanish	**This accommodation must be identified in advance via the SR/PNP file. The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student in Spanish using embedded text-to-speech software.**
Human Reader for the Mathematics Assessments in Spanish	**The test administrator providing this accommodation should be literate and fluent in English, as well as in the student's native language. If providing the human reader, please refer to <u>Appendix B: Test Administration Protocol for the Human reader Accommodation for English Language Arts/Literacy and the Human Reader Accessibility Feature for Mathematics Assessments</u>.**

English Learners and PARCC

Extended time will be available to all student in all three levels – Beginning, Intermediate, and Advanced. However, clarifying test directions, and read aloud and repeated directions, in the student's native language, should only be made available to students in the Beginning and Intermediate levels but not to students in the Advanced levels.

The use of a word-to-word dictionary is recommended for students in the Intermediate and Advanced levels but may not be suitable for students in the Beginning level.

Students receiving Scribe or Speech-to-Text accommodations fall in the Beginning and Intermediate levels; however, these supports may not be appropriate for students in the Advanced level.

Testing Accommodations, and Level and Appropriateness

Testing Accommodations	Level and Appropriateness
Extended Time	**Beginning – Highly Recommended** **Intermediate – Highly Recommended** **Advanced – Highly Recommended**
Word-to-Word Dictionary	**Beginning – May not be appropriate** **Intermediate – Highly Recommended** **Advanced – Highly Recommended**
Mathematics Response Speech-to-Text **Mathematics Response Human Scribe**	**Beginning – Highly Recommended** **Intermediate –Recommended** **Advanced – May not be appropriate**
General Administration Directions Read Aloud and Repeated in Student's Native Language	**Beginning – Highly Recommended** **Intermediate – Recommended** **Advanced – May not be appropriate**
General Administration Directions Clarified as Needed in Student's Native Language	**Beginning – Highly Recommended** **Intermediate – Recommended** **Advanced – May not be appropriate**

Testing Accommodations, and Level and Appropriateness

Testing Accommodations	Level and Appropriateness
Online Transadaptation of the Mathematics Assessment in Spanish	**Beginning – Highly Recommended** **Intermediate – Recommended** **Advanced – May not be appropriate**
Paper-Based Edition of the Mathematics Assessment in Spanish	**Beginning – Highly Recommended** **Intermediate – Recommended** **Advanced – May not be appropriate**
Large Print Edition of the Mathematics Assessment in Spanish	**Beginning – Highly Recommended** **Intermediate – Recommended** **Advanced – May not be appropriate**
Text-to-Speech for the Mathematics Assessments in Spanish **Human Reader for the Mathematics Assessments in Spanish**	**Beginning – Highly Recommended** **Intermediate – Recommended** **Advanced – May not be appropriate**

Guidelines for Selecting Appropriate Accommodations
and
Accessibility Features for English Learners

Does the accommodation help the student overcome the barrier posed by his/her developing English language proficiency?

Is the student experienced and comfortable using the accommodation or support?

When selecting accommodations for English Learners, consider the student's:

- Level of English Language Proficiency (ELP)
    - Beginning, Intermediate, or Advanced
- Literacy development in the native language
    - Native language literacy
    - Interrupted schooling/literacy background
- Background factors that impact effective accommodations use
    - Grade/age
    - Affective filter (i.e., level of anxiety/comfort with English)
    - Time in U.S. schools

Guidelines for Selecting Appropriate Accommodations
and
Accessibility Features for English Learners

Only students who are currently classified as English Learners (i.e., ELL, LEP) are eligible to receive testing accommodations for English Learners for the PARCC assessments.

Students classified as English Learners whose parent/legal guardians has refused language support program services are eligible for English Learner testing accommodations.

Administering Accommodations During Testing

It is important for test administrators and all other appropriate personnel to be engaged in planning the logistics regarding the assessment accommodations for each day of testing.

An appropriate list must be developed with the names of the students, the testing accommodations and or accessibility features they require, test locations, and staff responsible for administering the test.

Test administrators must be aware of and understand the requirements for providing accommodations on the PARCC assessments.

Accommodations should never be used for the first time on a state test. Testing accommodations should be introduced to the student(s) long before the PARCC assessments are administered to determine their effectiveness.

Evaluation of Accommodations

In order to determine the need for continued accommodations or rethinking of, it will be necessary to collect and analyze data on the use and effectiveness of testing accommodations.

The following questions will help guide the analysis of accommodations at the district, school, and student level:

1. *What types of mechanism are in place to ensure test administration procedures are not compromised due to the provision of accommodations?*
2. *Are the students receiving testing accommodations as documented in their EL plan or other documentation used for EL's?*
3. *What policy and procedures are instituted to ensure test administrators comply with directions for the appropriate administration of testing accommodations?*
4. *How often and what is the frequency of the use of different types of testing accommodations?*

Resources

For a sample list of approved bilingual word-to-word dictionaries please visit:

http://www.doe.mass.edu/mcas/testadmin/lep-bilingual-dictionary.pdf

Please note the word-to-word dictionary for use on PARCC assessments must not include definitions, phrases, sentences, or pictures.

Additional Support

For a comprehensive overview of the testing accommodations detailed in this presentation, please visit:

http://www.parcconline.org/assessments/accessibility/manual.